DOCUMENT RESUME

ED 141 641 CE 012 013

AUTHOR Sheppard, N. Alan; And Others
TITLE The Participation of Minorities in Vocational Education, Manpower and Career Oriented Programs: Special Focus on Black Americans. An Annotated Bibliography.
INSTITUTION Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.s
PUB DATE 77
NOTE 29p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; Black Culture; Black Education; *Black Students; *Career Education; Career Exploration; Career Opportunities; *Cultural Pluralism; Manpower Development; Minority Groups; *Student Participation; *Vocational Education

ABSTRACT

This annotated bibliography is designed as a reference for practitioners, students and researchers interested in black Americans in vocational education. A list of 90 entries represents varied perspectives on where, what, and how blacks and other minorities have been, and are now, involved in vocational education. Dates of materials are from 1963 to 1976. Entry numbers 81 through 90 are alphabetized as a separate group and deal with cultural pluralism in vocational education. A short summary of the concerns of many of the articles listed concludes the bibliography, along with conclusions and recommendations, based on the documents entered, regarding blacks participating in vocational education. (BL)

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THE PARTICIPATION OF MINORITIES IN VOCATIONAL EDUCATION, MANPOWER AND CAREER ORIENTED PROGRAMS: SPECIAL FOCUS ON BLACK AMERICANS

AN ANNOTATED BIBLIOGRAPHY

Edited by:

N. Alan Sheppard
George Jones
Janet D. Jones

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Division of Vocational & Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia
1977

OE 012 013

THE PARTICIPATION OF BLACK AMERICANS IN VOCATIONAL EDUCATION, MANPOWER AND CAREER ORIENTED PROGRAMS: BIBLIOGRAPHICAL SOURCES

A Selected Annotated Bibliography*

Preface

This bibliography has been designed to serve as a ready reference for practitioners, students, and researchers who have an interest in Black Americans in Vocational Education. The list of entries were gathered from various sources and hopefully presents varied perspectives on where, what and how Blacks and other minorities have been involved in vocational education in the past, present, and future.

While this document does not list all of the literature that has dealt with the topic of main discussion, the selections of entries were based upon relevance and recency; hence, the number of entries are limited.

Much of the cited materials were generated from the Center for Vocational and Technical Education at the Ohio State University. In addition, the National Project on Black Involvement in Vocational Education (BIVE) served as an invaluable source for identifying relevant literature.

The document will terminate with representative entries of a non-vocational education scope, but still relevant on cultural pluralism and multicultural education.

Finally, this document was made possible through an eleven month funded U.S.O.E. project - Project BIVE (Black Involvement in Vocational Education).

*As a selected bibliography, the following should be considered representative and, in the value framework of the author, important.

1. Adair, J.B. Study of Illiteracy in Texas as Related to Vocational Education., September, 1964.

Because of the large educationally deficient segment of the Texas population, this study was authorized to relate illiteracy to adult vocational education. The study was based on the assumption that there is a significant relationship between illiteracy and (1) membership in an ethnic group, (2) low socioeconomic status, (3) crime, and (4) unemployment and ability to pursue vocational training. The report is divided into five sections.

2. Anderson, Alvin Frederick. "The Recruitment Process With Negrophilism," Journal of Non-white Concerns in Personnel and Guidance. 1975.

The author suggest certain cultural aspects essential to be considered by counselors in vocational guidance of blacks, means of recruiting black graduates, and approaches for disseminating information about jobs among blacks: peer counseling, unstructured group discussion, sociodrama and black career conferences. Recommends employment of black counselors at all levels of placement.

3. An Assessment of Cultural and Linguistic Variables in Manpower and Vocational Skill Training Programs. Bureau of Adult, Vocational and Technical Education. (DHEW/OE) Washington, D.C. 1973.

The primary objective of the study were: (1) to determine the extent to which cultural or language differences prevented members of the target group from profiting from vocational education and manpower training, and (2) to recommend remedies for any observed obstacles to successful training.

4. An Assessment of the Impact of Vocational Education Research and Related Projects on Educational Practice in Pennsylvania Since 1966. American Management Center, Inc., Philadelphia, Pa. August 1972.

To determine the impact of vocational education research and related projects on educational practice in Pennsylvania since 1966, descriptive data were gathered on 115 research coordinating unit projects funded from 1966 through March 1972. General findings are reported in the study. Conclusions and recommendations are also available.

5. Bakamis, William A. Minorities In Industrial Education. Washington State University, Pullman, Washington.

This research study investigates the status of minorities in industrial teacher education in American colleges and universities.

6. Barnes, Evelyn. The Effects of Using a Self-Instructional Module on Teacher Perception of Attitudes and Values of Disadvantaged Inner-City Black Youth. Ph.D. Dissertation, Ohio State University, Columbus, Ohio, 1973.

This study was designed to investigate the relationship between teacher perceptions of disadvantaged inner-city black youth and various demographic variables and the effects of using a self-instructional module on teacher perceptions of the attitudes and values of these same disadvantaged youth. Results of the analysis is discussed.

7. Beacham, Herbert C., Background and Economic Status of Unemployed Negroes of Tampa, Florida and Their Opinions Regarding Training, Retraining and Relocation for Work. (document not available).

To ascertain the background and economic status of unemployed Negroes in Tampa, Florida and their opinions regarding training, retraining and relocation for work, 781 unemployed Negroes were interviewed. They were classified into three groups: (1) insurance claimants, (2) youth 16 to 19, and (3) welfare recipients. Employment service, welfare, and training agency officials were also interviewed. The findings of the research are given in the report.

8. Beckman, Ann C.; Quirk, Cathleen. Research in Apprenticeship Training Proceedings of a Conference. Madison, Wisconsin, September 8-9, 1966. Wisconsin University, 1967.

Provides preceedings from the conference on research of apprenticeship training cosponsored by the Office of Manpower policy, evaluation and research.

9. Berman, Gerald S. Bridges and Ladders: A Descriptive Study in New Careers. Rehabilitation Occupations for the Disadvantaged and Advantaged. Case Western Reserve Univ., Cleveland, Ohio. Department of Sociology. November 1971.

Explores three issues related to new careers among a group of college students who are in the main children of lower white collar and blue collar parents, including some with poverty or ghetto backgrounds.

10. Bienvenu, Bernard J. New Priorities in Training: A Guide for Industy. American Management Association, Inc. 1969.

Examines the role of management in evaluating the status of the training function and revise the priorities assigned to it. Looks at the total process and continuous training which helps to develop in employees a sense of security, independence and self-confidence, a conceptual view, multiple skills, and a readiness to make a contribution to the organization.

11. Boykin, William C., Educational and Occupational Orientation of Negro Male Youth in the Mississippi Delta. (document not available).

Provides a description of male Negro youth in the Mississippi Delta in relation to their educational and occupational aspirations, preferences, and attitudes, and recommends relevant educational programs.

12. Brooks, Glenwood C. A Non-Technical Summary of Cultural Study Center Research 1969-72. Maryland University, College Park. Dec. 1972.

This report presents a nontechnical summary of research conducted by the Cultural Study Center, University of Maryland, 1969-72. The study areas all centered on the black student, include attrition, admissions, demographic and attitudinal variables, vocational interests.

13. Bushnell, Don D. The Production and Validation of Educational Systems Packages for Occupational Training of Depressed Area Students: or Black Student Versus Teacher Evaluation of Urban Vocational Programs. Communications Associates, Santa Barbara, California, September, 1970.

This report focuses on evaluation of urban vocational programs by black students. Tutorial review sessions were conducted with 72 black high school students from a large vocationally-oriented school in Philadelphia in order to evaluate and revise self-instructional programs based on standard courses in vocational education.

14. Career Education: Papers Presented at the 1972 Annual Meeting of the American Educational Research Association, Chicago, Ill. April 5, 1972.

This document is a collection of three papers: (1) "Some variables why so few black high school graduates attend post-high school area vocational schools," by Max Farning, (2) "The role of simulation in teaching complex problem solving skills," by Curtis R. Finch and Patrick A. O'Reilly, and (3) "Investigation of the Effectiveness of a design to initiate curriculum change," by Mary Bach Kievit.

15. Dole, Arthur. Occupational Aspirations of Black and White Parents for Their Recently Graduate Children. April 1972.

This study was concerned with the extent to which the occupational aspirations of a group of black and white parents were related to the primary educational-vocational activity of their children six months after graduation from secondary school.

16. Drabrick, Lawrence W. The Teacher of Agriculture in North Carolina. N.C. University, Raleigh, N.C. State University, 1964.

This survey identifies specific characteristics typeical of vocational agricultur teachers in the state.

17. Economic Development Admistration. The Entrepreneurial Development Training Center, Philadelphia, Pa. Oct. 1972.

The report describes courses in entrepreneurship and management for minority groups, including counseling and post graduate seminars. Descriptive material about the training center organization, facilities, and financing are included. This demonstration project shows the need for management-trained blacks in the manpower marketplace.

18. Ellerbe, Crawford. "Career Choices of Black Students: The Road to Influential Participation." Journal of Non-White Concerns. 1975, 3, 121-124.

This article's main point is that the current trend of black students career choices will not lead blacks to a position where they will be able to exert influence on the society. Jobs which are associated with not only higher pay, but greater influence on the decisions made for the society at large are law, medicine, science, business management and public office.

19. Flitter, Hessel H. Nursing in the South, January 1968.

This publication looks at the projected needs of nurses in the southern states.

20. Geoffray, Allice R. Secretarial Training with Speech Improvement, An Experimental and Demonstration Project. (final report) Saint Marys Dominican College, New Orleans, La. 1966.

This report summarizes a secretarial training program. Ninety disadvantaged white an Negro female trainees, were given 950 hours of instruction in typing, shorthand, business speech and ancillary courses during a 24 week period.

21. Grinsead, Mary Jo; and others. Social and Labor Adjustment of Rural Black Americans in the Mississippi Delta. Arkansas Agricultural Experiment Station, Fayetteville, Washington,D.C. 1974.

This document- one of six closely related studies designed to consider employability of rural labor, the impact of industry, and social adjustment in the Mississippi Delta and the Ozarks-- examines the socioeconomic factors affecting employment in industry of black Americans living in a rural area of the Mississippi Delta.

22. Grosz, Richard D., Joseph, Catherine D., Vocational Intersts of Black College Women. Colorado Univ., Boulder, January 1973.

This investigation was to determine the differential vocational interest patterns of black college women when compared with two groups of white college women.

23. Guerra, Roberto S., and others. Black Youth and Occupational Education In Texas. Houston Univ., Texas Center for Human Resources.

This report represents part of a continuing study to describe the students involved in secondary education programs in Texas and to document the kind and quality of occupational training offered to them. Data were obtained for this report by interviews with 1,531 black high school students in 11 school districts and with a small sample of black graduates and dropouts.

24. Guerra, Roberto S., Shulman, Sam., Ocupational Education In Texas: An Ethnic Comparison. Houston University, Center for Human Resources.

This report focuses on high school youth and analyzes them by their responses in interviews with 1605 Mexican Americans, Blacks, and Anglo students. Students are compared in three ways.

25. Gurin, Gerald. Inner-City Negro Youth in a Job Training Project: A Study of Factors Related to Attrition and Job Success. December 1968.

This report summarizes the results of a study of an experimental and demonstration job training project for approximately 1,500 underemployed "functionally illiterate" inner-city Negro youth.

26. Hall, Sam. Developing Career Counseling Services at a Predominately Black College: Implications for More Effective Programs for Black Students at White Colleges or Universities. American College Personnel Association, March 1970.

This document presents a brief historical background leading to the development of career counseling services at Delaware State College. It includes the philosophy of career planning at the college which encourages the black student to investigate career opportunities during his freshman year so that four years of career exploration leads to meaningful job placement.

27. Herman, Melvin, Sadofsky, Stanley., Study of the Meaning, Experience, and Effects of the Neighborhood Youth Corps on Negro Youth Who Are Seeking Work. April, 1967.

This report studies the characteristics of 601 youth who were placed in a three month job training program. 377 were not placed on jobs. The traits of all these youth were studied and compared as to those who were placed and those who were not placed.

28. Hillson, Maurie. and others. Education and the Urban Community: Schools and the Crises of the Cities. American Book Co. New York, 1969.

This selection of 49 articles deal with the crises and conflicts of urban education. Articles discuss the impact of urbanization, social stratification, the effects of urban disadvantaged blacks and Puerto Rican families. Many articles deal with proposed solutions, among these are readings which discuss the technology necessary to make both curriculum and school organization more relevant to the needs of inner city youth.

29. Homitz, Allen and Associates. A Study to Design a Model of Effective Approaches, Methods and Techniques to Meet the Needs of Ethnic Minority Students in Vocational Education. Oakland, California, September 1975.

This study determines factors associated with high and low rates of attrition of ethnic minority students in vocational education programs. Six functional areas of school operations were studied.

30. Hoos, Ida R., Retraining of the Underprivileged, the Neighborhood House Story. (document not available).

An account of job upgrading at neighborhood house, North Richmond, California. Documents largely inadequate education and severe employment difficulties of Negroes in the Greater San Francisco Area. Describes trainee characteristics and problems, desired upgrading experiences, liaison with the state employment service, cooperation with the nationwide neighborhood youth corps, and work experience projects in neighborhood house and in Project Growth farm labor camps.

31. Jackson, William H.; Scott, Roland J., The Development and Evaluation of Multi-Media Materials to Present Information about Vocational and Technical Education to Specific Target Groups. Central Florida Community College, Florida State Advisory Council on Vocational and Technical Education. June 30, 1975.

This study explores the effect of vocational and technical education on economic mobility for individuals as well as economic development for communities. Results of the study are discussed.

32. Jakubauskas, Edward B., Palomba, Neil A., Evaluation of the Mississippi Iowa Farm Labor Mobility Project. (final report). Dec. 1969.

The report discusses relocation of workers from areas of severe labor surplus to areas of labor shortage where a high investment to public manpower funds were dispersed to assist in meeting employer manpower needs.

33. Johnson, Louise A., Follow-up of MDTA E and D Project Conducted by Tuskegee Institute. May 1967.

This is an account of an experimental and demonstration project designed to provide basic education, job training, counseling, and job placement for 180 Negro males which was conducted in 1964 and 1965 at Tuskegee Institute in Alabama. The trainees were between the ages of 16 and 50, rural residents, heads of household, unskilled, unemployed or underemployed, below the eighth grade level in reading ability, and earned under $1,200 annually.

34. Joseph, M.P.; Almen, R.E. Minority Groups Study in the Work Opportunity Center, Minneapolis Public Schools, Work Opportunity Center. December 1967.

This study reports some characteristics of student in minority groups. They came from senior or junior high schools where their attendance had been poor. Groups represented in this report are Negro, American Indian and Spanish-speaking.

35. Kapel, David E., Effects of Negro Density on Student Variables and the Post-High School Adjustment of Male Negroes. American Institute for Research in the Behavioral Sciences. Pittsburgh Univ., Pa. 1968.

The study assessed the effects of selected environmental factors on the post high school adjustment of male Negroes from 12th grade Project TALENT sample.

36. Katzell, Raymond A., and others. The Job Attitudes of Workers from Different Ethnic Backgrounds. New York Univ., N.Y. June 1970.

This discusses a pilot study aimed at helping minority group Americans become integrated into our industrial system. It discusses the differences in job attitudes of white and black male employees.

37. Kaufman, Jacob J. The Preparation of Youth for Effective Occupational Utilization, The Role of the Secondary School in the Preparation of Youth for Employment. Pennsylvania State Univ., University Park. Institute for Research on Human Resources, Feb., 1967.

This paper discusses issues in the education of youth for employment which were investigated and included in an evaluation of vocational education, its image, and the role it plays in the training of such special groups as girls and Negroes.

38. Kimball, Ronald L. Black and White Vocational Intersts on Holland's Self Directed Search. Maryland Univ., College Park. 1971.

The purpose of this study was to compare the pattern of vocational planning choices for black and white students and to determing student satisfaction with SDS results.

39. Legg, Otto. The Effectiveness of Pilot Programs compared to Other Programs of Vocational Agriculture in Tennessee. July 1963.

The objective of this comparative study was to evaluate the relative effectiveness of Tennessee vocational agricultural programs in four categories - pilot schools, like-pilot schools, student teaching centers, and Negro schools.

40. Leonard, George E. Level of Aspiration as a Factor in Inner-City Career Guidance. Washington, D.C. 1968.

This report discussed the effects of past discriminatory practices on the perception of inner-city youth. Research data regarding this concept were gathered through work in the Developmental Career Guidance Surveys.

41. Levenson, Bernard; Meyers, Edmund D., Jr. The Employment Situation of White and Negro Youth in the City of Baltimore. April 1963.

This is an account of a report to reveal some of the factors and trends behind inequalities in employment opportunities of Negroes and whites in Baltimore.

42. Lewis, Morgan V. and others. Recruiting, Placing and Retaining the Hard to Employ. Pennsylvania State Univ.

This study describes members of the target population that came in contact with the concentrated employment program in Columbus, Ohio. Most of them were all black and all male. Their employment histories, their attitudes toward whites and jobs were studied.

43. Lockette, Rutherford; Davenport, Lawrence F. Review and Synthesis of Research on Vocational Education for the Urban Disadvantaged. Ohio State Univ. Center for Vocational and Technical Education.

The review of the literature indicated a critical lack of meaningful data available on occupational education for urban disadvantaged. This lack is particularly noticeable in the areas of public school vocational education programs, national surveys, teacher preparation, student follow-up studies and structured evaluations.

44. Matthews, Joseph C., Jr. Occupational Adjustment in the South: Part I. A Summary of Occupational Employment in the South. 1940-1960, and Projections for 1970 and 1980. Center Research and Development Report No. 2, N.C. Univ., Raleigh, N.C. 1968.

This is a report of employment projections in Southern United States from 1940 to 1960 and for 1970 and 1980. Employment trends are discussed in detail.

45. Matthews, Joseph C., Jr. Occupational Adjustment in the South: Part II. An Examination of Age Distribution and Employment Participation Rates by Main Occupation for Workers in the South. 1940-1960. Center Research and Development Report No. 3. 1968.

This study examined age structure and changes in civilian participation rates in the South for 1940-1960. Age structure is defined as the distribution of employed workders in civilian occupations, while participation rates are percentages of employed persons of a specific age class as compared to total Southern population.

46. McClure, Phyllis. Title VI and Title IX Compliance by the Office for Civil Rights in State-Operated Special Purpose and Vocational Schools Pursuant to Adams v. Mathews., Division of Legal Information and Community Services, NAACP Legal Defense and Educational Fund, Inc. 1976.

This document examines the compliance activities of the Office for Civil Rights of the DHEW with respect to schools administered or operated by state department of education.

47. Minorities in Policy-Making Positions in Public Education. Recruitment Leadership and Training Institute. Philadelphia, Pa. Office of Education, Washington, D.C. 1974.

This report delineates the degree and nature of minority participation in effective, policy-making positions on administrative levels and proposes steps to further the hiring of minorities for these positions.

48. Moody, Ferman B.; N.A. Sheppard. "The Status of Blacks in Vocational Education: Reflections and Perspectives," Vocational Education for Special Groups. AVA, Washington, D.C. 6th Yearbook, 1976.

This chapter discusses the status of Blacks in vocational education and explores various dimensions of the problem affecting their participation in the labor market. Also included is na overview of strategies for better job preparation through vocational education.

49. Oberle, Wayne H.; Kuvlesky, William P. Metropolitan-Nonmetropolitan Differences in the Role Models of Negro Youth. Dept. of Agricultural Economics and Rural Sociology, Texas A&M Univ. 1971.

The purpose of this study was to examine metropolitan-nonmetropolitan and sex differences in the role modesl selected by Negro high school sophomores. A questionnaire was grouped administered to 111 metropolitan males, 170 metropolitan females, 98 nonmetropolitan males, and 99 nonmetropolitan females. The results of the study is discussed.

50. Pallone, Nathaniel J., and others. Race, Sex, and Social Mobility: An Exploration of Occupational Aspirations and Expectations Among Black and White Youth in Four New York State Cities. N.Y. Univ., N.Y. Center for Field Research and School Services. 1969.

This study explores the occupational aspirations and expectations of some 531 black and white high school youth of both sexes from predominately lower and lower middle socioeconomic status families in four New York State communities. Data were gathered through responses to a research questionnaire relating to family structure, occupational aspirations, sources of influence on occupational development, and other variables.

51. Paradis, Adrian A. Job Opportunities for Young Negroes. (document not available).

This supplementary reading material for guidance of Negro high school students introduces the reader to job opportunities for Negroes in various areas.

52. Parson, George E. An Application of John Holland's Vocational Theory to an Empirical Study of Occupational Mobility of Men Age 45-59. Ph.D. Dissertation. Ohio State University, 1971.

This study was designed to investigate the occupational movement and reasons for movement of men aged 45 to 59 between their first and current jobs, and more prcisely to examine stability.

53. Petshek, Kirk R. Negroes in the White-Collar Labor Market: Training, Employment and Attitudes. Wisconsin University.

This study, designed to explore the differences in the experiences of white and Negro workers in obtaining and retaining employment in the white-collar labor market, utilized an extensive questionnaire and structured interview techniques.

54. Phillips, P. Bertrand; and others. How High School Counselors Can Assist Students to Successfully Enter Government and Industry. Tuskegee Institute, Alabama, 1964.

This is a report of preceedings from a workshop for counselors in helping students to successfully enter government and industry. 200 counselors and principals from 85 high schools attended a 2-day conference to examine and evaluate guidance programs and to suggest improvements.

55. Prater, Robert L.; Webster, Lester S. A Study of the Status of Students enrolled in the School of Industries, 1966-1967. Texas Southern University, Houston, 1968.

The purpose of this study was to gain insight into the background and status of students enrolled in the school of industries during the second semester of the 1966-67 school year. The data was collected by questionnaire from 335 students and put into tabular form for analysis.

56. Project Inspire: Vocational Guidance Institute. Greater Hartford Chamber of Commerce, Conn. Hartford Univ. 1971.

Two introductory speeches suggest the general social and interracial climate in the United States. It is against this backdrop that Project Inspire is described. Its purpose is the development of a vocational guidance component within the broader school curriculum.

57. Quinlan, Pierce A. Graduates of the Norfolk Project I Year Later. Manpower Evaluation Report No. 5. Office of Manpower, Automation and Training, Washington, D.C. 1965.

This report reviews employment experience of graduates of the Norfolk project, a program to train disadvantaged persons. The cumulative employment rate over the intervening year was 99 percent for graduates, and at the time of the evaluation, 41 percent had training related jobs. One of the most important effects of the program was the graduates' willingness and ability to remain on a job for an extended period.

58. Quinn, Richard P.; and others. Turnover and Training: A Social Psychological Study of Disadvantaged Workers. Michigan Univ. Survey Research Center. Sept. 1970.

This study surveyed experiences and characteristics of hard core unemployed black men entering a vestibule training program conducted by a large manufacturing firm; and a comparison group of direct hires. Vestibule trainees were guaranteed an entry level job after completing several weeks of training.

59. Roberts, Markley. Pre-Apprenticeship Training for Disadvantaged Youth: A Cost Benefit Study of Training by Project Build in Washington, D.C. Manpower Administration, 1970.

This study focuses on the benefits and costs of preapprenticeship institutional training aimed at reducing the employment problems of male inner city Negro youths. Using a sample of 195 youth in Project Build, including 110 graduates, 20 dropouts, and 65 applicants who were not accepted, interviews were conducted to gather data on individual characteristics and employment success.

60. Rogers, Charles H.; and others. Teenage Unemployment in Two Selected Rural Counties in the South. Center Research and Development Report No. 4. N.C. Univ. Raleigh, N.C. 1969.

Eighty-one tables were included in this study which examined teenage unemployment in a two-county rural area of North Carolina. Specifically, this report considered labor market experience of Negroes and Caucasians, personality variables, social and family characteristics, community factors, and educational and training opportunities.

61. Rosen, Hjalmar; Teahan, John E. A Group Orientation Approach for Facilitating the Work of Adjustment of the Hard-Core Unemployed. Final Report. Wayne State Univ. Detroit, Michigan, 1976.

The major objective of this project was to achieve a lasting integration of Negro hard-core unemployed men in an ongoing corporate work force. It was intended to develop values necessary for successful employment, particularly with regard to regularity of attendance, punctuality, conformity to work rules and regulations, and motivation to accept and perform job demands.

62. Rosen, Howard. Recent Findings Underscoring the Need for Linking Counseling and Labor Market Information. APGA, Washington, D.C. 1971.

This report emphasizes the results of the manpower development and training act of 1962, the need to know more about the labor market experience of U.S. citizens.

63. Rutledge, Aaron L.; Gass, Gertrude Zemon. Nineteen Negro Men, Personality and Manpower Retraining. Jossey-Bass, Inc. Publishers, San Francisco, Calif. 1976.

This is a report of 19 unemployed Negro men who entered a one year program sponsored by the Office of Manpower, automation and training at Sinai Hospital, Detroit, to learn practical nursing.

64. Saint Louis Board of Education. A Plan to Increase Vocational Education Opportunities Through the Expansion of Curriculum and Available Facilities. Office of Education, Washington, D.C. 1969.

The Saint Louis Board of Education found that too few students were willing to transfer to the centrally located O'Fallon Technical High School because of ties with neighborhood schools and because of the high percentage of Negro students attending O'Fallon. To solve these problems the Board recieved a 3 year Title III grant to institute a new approach whereby students divided their time equally between their neighborhood school and O'Fallon and a racial balance was established and maintained among freshmen entering the program.

65. Scott, Gary J. Manpower Resources of the Traditionally Negro Colleges. College Placement Council, Bethlehem, Pa. 1969.

This study discusses college placement services, which was formed in 1964 to help develop and upgrade career counseling and placement programs at traditionally Negro colleges. Since 1965, annual surveys have been made at these collesges which have included data on enrollment, degrees and major fields offered, majors of current graduates, and career fields entered by graduates.

66. Sheppard, N. Alan. Research Focus on Ethnic Minorities in Vocational Education. American Vocational Association, Dec. 1975.

In this paper, the author contends that ethnic minority groups must use the weapon of research to answer some of the unanswered questions in vocational education and to give guidance toward future corrections of these problems.

67. Sheppard, N. Alan; Jones, George; and Jones, Janet. A Survey and Analysis of Black Participation in State Departments and Teacher Education Institutions of Vocational Education. VPI&SU, Blacksburg, Virginia, 1977.

This study sought to determine the extent of and degree of Black participation in Divisions of Vocational Education at State Departments and Teacher Education Institutions. More specifically, the study examined affirmative action proposals and recruitment strategies of these agencies for greater inclusion of Black Americans.

68. Sheppard, N. Alan and Sherrard, Frances. (eds.) Proceedings From the National Conference on Increasing the Participation of Black Americans in Vocational Education. Division of Vocational Educ. VPI&SU, Blacksburg, Va. March 13-16, 1977.

This publication describes the activities, papers presented, and evaluation results of the first National Conference focusing on the concerns idiosyncratic to black participation in vocational and technical education. Some of the conference's key presenters whose papers are included in this publication are Elizabeth D. Koontz, Harland Randolph, William Pierce, Clyde Hall, Andrew Torrance, Benjamin Whitten and Mary Hatwood.

69. Shlensky, Bertram Charles. Determinants of Turnover in NAB-JOBS Programs to Employ the Disadvantaged. Mass. Institute of Technology, Cambridge, 1970.

The study examined the individual, job related, and training variables that affected turnover in six NAB-JOBS federally funded training programs for the disadvantaged.

70. Shulman, Lee S. The Vocational Development of Mentally Handicapped Adolescents: An Experimental and Longitudinal Study. Educational Research Series. Michigan State Univ. 1967.

This is a discussion of a longitudinal program of workshop-centered rehabilitation services which was administered to mentally retarded adolescents.

71. Silverman, Leslie J. Follow-up Study of Project Uplift, The MDTA E and D Project conducted by Florida A&M University. Bureau of Social Science Research, Inc. 1967.

This is a report of Project Uplift's purposes. It discusses effective ways of reaching, recruiting, training and placing disadvantaged rural adults living in a 10 county section of Northern Florida.

72. Smith, D.B. Report on Differences in Ethnic Learning Styles. Educational Design, Inc., N.Y. 1966.

To test the hypothesis that culturally-based ways of learning and communicating might have implications for teaching, and informal observations and interviews in four job corps centers and two vocational high schools, one with a student population of 86 percent white and 14 percent Negro, and the other all Negro, the study populations were investigated in terms of formal learning, informal learning, and technical learning to determine whether various groups of the poor utilize these types of learning differently and in different forms.

73. Somers, Gerald G., ed. Retraining the Unemployed. Ford Foundation, N.Y. University of Wisconsin Press, 1968.

This discusses case histories used to evaluate the effectiveness of recent and current retraining programs for unemployed workers under federal, state, municipal, and union-management auspices. Data on various aspects of retraining programs under a wide variety of circumstances have been assembled, and retrainees are compared with other controlled groups.

74. Stevenson, Diantha. Follow-up Study of MDTA E and D Projects Conducted by Morgan State College. 1967.

This is the report of two projects carried out in the 9 county Eastern Shore Area of Maryland which served essentially the same population, the underemployed and the underprivileged, in an effort to improve their occupational positions.

75. Tenopyr, Mary L. Race and Socioeconomic Status as Moderators in Predicting Machine-Shop Training Success. Washington, D.C. 1967.

This is an account of a culture-fair which has been developed to emphasize pictorials, spatial, or figural content of differential racial performance on verbal general intelligence test. The sample involved had all applied for machine-shop trainee jobs with a large firm.

76. Theimer, William C.,Jr. Black Urban Students' View of Themselves and Their Counselors. Philadelphia School District, Pa. Office of Research and Evaluation. 1970.

Interviews were conducted with 39 junior high school students, whose low attendance records virtually deemed them dropouts, and with 26 parents to determine their perceptions of their school specifically the building, teachers, course content, methods of instruction, and the school as a whole. Results of these interviews are discussed.

77. Training and Jobs for the Urban Poor: A Statement on National Policy. Committee for Economic Development. N.Y. 1970.

This policy statement on job training for the urban poor explores ways of abating poverty, considers current manpower training and employment programs, and makes a number of recommendations for strengthening and improving them.

78. Training and Technology: Developing Technical Skills for Black Trainees in a Worker Training Program. Appalachian Regional Commission, Washington, D.C. 1970.

This report discusses the effects of the training and technology worker training program on its Black trainees. Data are provided for the 160 Black 1969 graduates, who were recruited mainly from the inner cities of Knoxville, Chatanooga, Chicago, or the Oak Ridge Area.

79. Turner, B.A. Occupational Choices of High School Seniors in the Space Age. (document not available).

This study is intended to assist vocational counselors, and to provoke thinking among high school students, especially Negroes, which will result in more realistic career planning. Data was obtained by questionnaire.

80. Wasson, John B. The Relationship Between Success in Business School, Employment Status and Demographic and Psychometric Variables for Ramsey County Welfare Department. St. Paul, Minn. July, 1967.

This report discusses a project to aid the vocational and social rehabilitation of welfare recipients in St. Paul, Minnesota. 82 of the participants had attended business school.

CULTURAL PLURALISM IN VOCATIONAL EDUCATION

81. Banks, James A. (Ed.). Teaching Ethnic Studies: Concepts and Strategies.

National Education Association, 1973. An important work which provides both a broad perspective of the sources and implications of racism in America and a variety of specific essays on strategies of inclusion of Asian-American, Black, Native American, Chicano and Puerto-Rican experiences in school curricula. The bibliographies which follow each essay are an outstanding resource for curriculum planners.

82. Dawson, Elaine. On the Outskirts of Hope: Educating Youth From Poverty Areas. McGraw-Hill, 1968.

A disquieting volume which surveys the challenges of working in schools of less affluent areas. A good foundation for the person who wishes to achieve both a broad view of the challenges and the specific implications of instructional innovation in poverty areas.

83. Epps, Edgar G. (ed.). Cultural Pluralism. McCutchan, 1974.

This is a must book. It is a fine series of essays which cover the broad perspective of historical and current issues relative to providing for cultural differences and the many possible means by which to resolve those issues.

84. Fantini, Mario D. and Weinstein, Gerald. The Disadvantaged: Challenge to Education. Harper and Row, 1968.

This volume, along with the four which follow, provide a variety of perspectives on the challenges of moving toward multi-ethnic schooling.

85. Ginsberg, Herbert. The Myth of the Deprived Child: Poor Children's Intellect and Education. Prentice-Hall, 1972.

A rather stinging indictment of the myths that have been created and generally accepted about the ability of "deprived children" and the educational "wasteland" that has been built on the basis of those myths.

86. Noar, Gertrude. Sensitizing Teachers to Ethnic Groups. Allyn and Bacon, 1972.

87. Passow, A. Harry. Urban Education in the 1970's. Teachers College Press, 1971.

88. Phi Delta Kappan (Special Issue). "The Imperatives of Ethnic Education." Phi Delta Kappan. 53, 265-328. (Jan., 1972).

An excellent collection of articles offering a rich range of rationales and suggestions for multi-cultural educational programs.

89. Sheppard, N. Alan and Protinsky, Ruth. "Cultural Diversity and The Exceptional Student in Vocational Education: Implications for Teaching the Culturally Different Black Student." Paper presented at 1976 AVA Convention, Houston, Texas.

This paper outlines the extent of cultural diversity in vocational education and the extent ethnic minorities are being served in the broad field of vocational education as indicated by enrollment data. The paper devotes much attention to strategies in overcoming cultural barriers that may exist in the classroom and needed changes in teacher preparation programs.

90. Webster, Staten W. (ed.). Knowing and Understanding the Socially Disadvantaged: Ethnic Minority Groups. Intext, 1972.

A variety of interesting perspectives on the meanings and implications of those meanings of ethnic minority.

Summary

Vocational education for minorities have in the past attracted some attention from federal, state and local levels of government. Some of this has been in the form of grants for research studies, manpower training, labor demonstraion and development projects and several conferences on vocational education.

Many of the entries have concerned themselves with disadvantaged inner-city blacks, training and retraining of southern black men, and background and economic status of unemployed ethnic minorities.

Studies were cited which have made efforts to ascertain the problems of Blacks in certain occupations; the effects of specific instructional modules on black youth in vocational programs; and the effects of manpower and vocational programs on black students.

Several papers reported at conferences were presented that examined the compliance activities of the office for civil rights with respect to schools, employment, and educational practices of different localities.

Conclusions

On the basis of the documents entered, the following generalizations are made about Blacks participating in vocational education.

1. It appears that while much literature has been generated concerning vocational education for the disadvantaged, little has dealt with strategies for involving more Blacks in vocational programs. Also, it is interesting to note that much of the literature refer to Blacks under the rubric of disadvantaged, especially urban disadvantaged.
2. Generally, it appears that the government has had some involvement with disadvantaged vocational training programs; however, many of these programs were instituted and discontinued in the 1960's.
3. While it is evidenced that much research has been conducted on disadvantaged and/or minority persons in relation to occupations, very limited research has dealt with blacks specifically.
4. Educational deficiency is associated with membership in an ethnic group, low socioeconomic status, crime, unemployment and the ability to pursue vocational training.
5. Black youth are generally perceived to have a negative attitude toward most vocational occupations.
6. Most vocational programs for Blacks have been located in northern urban and southern urban areas.
7. Although, some research efforts have been undertaken to demonstrate the efficacy of existing vocational programs on minorities, especially disadvantaged populations of minorities, such research has not had the impact of its capability. This might be due to a lack of understanding of specific variables which have impact on minorities in vocational training and manpower programs; white researchers doing most of the research; inadequate data reporting systems; and inability of researcher to prove or demonstrate that vocational education or manpower programs produced the change or changes on the dependent measures (whatever these outcomes might be).

Recommendations

1. New and innovative recruitment efforts which are effective in attracting blacks should be adopted and/or developed in vocational and manpower training programs.

2. Programs must be initiated or strategies be devised whereby black students, especially males, would come to perceive "blue collar" work as having more "worth and dignity" than they now have. This program must not be a way of "keeping or limiting" blacks in blue collar positions.

3. The U.S. Office of Education must establish a formal program through the Department of Labor to eliminate barriers established by unions and other organizations that prevent equal employment opportunities for all members of a society.

4. Increase linkage between vocational education manpower programs assessment and personnel testing in private industry is needed. Organizations such as the Psychological Corporation, E.F. Wonderlic and Associates, and Psychological Services, Inc., as well as personnel departments in many major business firms now are keenly aware of the special problems involved in assessing Blacks and other culturally different groups.